



## CAROLINA FOREST HIGH

700 Gardner Lacy Road  
Myrtle Beach, SC 29579

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,957 Students	
<b>Principal</b>	Velna Allen	843-236-7997
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Below Average</b>
2009	Good	Below Average
2008	Good	Good
2007	Average	At-Risk
2006	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	17	12	0	0

\* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	87.8%	85.0%	86.9%	83.1%	77.8%	80.5%
Passed 1 subtest (%)	7.8%	8.8%	7.5%	9.6%	12.0%	10.9%
Passed no subtests (%)	4.3%	6.3%	5.6%	7.6%	10.2%	8.9%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	93.8%	91.2%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	459	560	341	321
Number of Graduates in Cohort	317	368	253	235
Rate	69.1%	65.7%	74.8%	72.3%

\*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	88.9%	76.4%
English 1	79.8%	70.7%
Physical Science	76.1%	61.7%
US History and the Constitution	65.7%	48.3%
All Tests	76.6%	63.9%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,957)				
Retention rate	2.6%	Down from 4.8%	2.9%	3.7%
Attendance rate	94.7%	Down from 95.5%	95.6%	95.4%
Eligible for gifted and talented	27.9%	Up from 20.3%	16.3%	12.4%
With disabilities other than speech	13.3%	Up from 13.2%	12.5%	12.8%
Older than usual for grade	6.2%	Down from 6.6%	7.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.7%	Up from 1.9%	1.4%	1.1%
Enrolled in AP/IB programs	10.3%	Down from 15.9%	18.2%	13.1%
Successful on AP/IB exams	79.5%	Down from 90.5%	59.1%	50.4%
Eligible for LIFE Scholarship	31.7%	Down from 32.0%	33.2%	30.4%
Annual dropout rate	4.4%	Up from 3.1%	3.4%	3.1%
Career/technology students in co-curricular organizations	4.6%	Down from 9.3%	1.4%	2.2%
Enrollment in career/technology courses	860	Down from 1075	516	424
Students participating in work-based experiences	2.0%	Up from 0.8%	11.7%	11.7%
Career/technology students attaining technical skills	63.1%	Down from 75.8%	79.6%	78.7%
Career/technology completers placed	98.2%	No Change	100.0%	98.5%
Teachers (n=103)				
Teachers with advanced degrees	68.9%	Down from 69.0%	63.9%	60.4%
Continuing contract teachers	78.6%	Up from 71.0%	80.0%	76.6%
Teachers with emergency or provisional certificates	5.6%	Up from 4.3%	4.7%	6.5%
Teachers returning from previous year	89.9%	Up from 88.0%	87.7%	86.8%
Teacher attendance rate	95.1%	Down from 95.9%	96.1%	95.8%
Average teacher salary*	\$48,602	Down 2.3%	\$48,699	\$47,390
Professional development days/teacher	16.2 days	Down from 17.4 days	10.0 days	10.0 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	29.2 to 1	Down from 31.0 to 1	28.8 to 1	25.8 to 1
Prime instructional time	88.6%	Down from 90.3%	91.1%	90.1%
Dollars spent per pupil**	\$7,722	Up 1.9%	\$7,436	\$7,974
Percent of expenditures for teacher salaries**	54.2%	Up from 40.5%	56.2%	55.4%
Percent of expenditures for instruction**	58.8%	Up from 58.4%	60.2%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.1%	Down from 100.0%	93.6%	96.0%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	Excellent	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	401	93.8%	1891	76.6%	560	65.7%	No
Gender							
Male	215	93.5%	917	76.3%	302	60.3%	N/A
Female	186	94.1%	974	76.8%	258	72.1%	N/A
Racial/Ethnic Group							
White	296	97.0%	1295	81.2%	395	67.6%	N/A
African American	62	87.1%	318	65.1%	94	61.7%	N/A
Asian/Pacific Islander	14	85.7%	43	81.4%	21	71.4%	N/A
Hispanic	19	73.7%	161	64.0%	34	52.9%	N/A
American Indian/Alaskan	N/A	N/A	33	63.6%	11	54.5%	N/A
Disability Status							
Disabled	54	79.6%	184	56.0%	66	62.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	77	55.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	165	91.5%	941	70.1%	250	57.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Our theme for the 2009-2010 school year was “All For One and One For All” in which we promoted collaboration between academics, athletics, and humanities. As we finish the school year and reflect upon it, I realize what an awesome family we have at Carolina Forest High School. Our school year ended with 356 graduates who received scholarship offers in excess of \$7.5 million. Among the many talented students in the senior class, CFHS was privileged to have two national merit semi-finalists.

At the beginning of the 2009 school year, CFHS was recognized for outstanding performance on the SAT/ACT and was named Magna Cum Laude by the South Carolina Department of Education. Our Advanced Placement scores deemed us as having the highest passage rate in Horry County, with all subjects having at least a fifty-percent passage rate. There were one hundred seventy-nine Advanced Placement exams taken by 141 students during the 2009-2010 school year at CFHS. Ninety-one percent of these students received a score of three or higher. CFHS was also recognized as a Silver school for closing the achievement gap on HSAP. Preliminary results indicate that our overall End-of-Course performance on the SC EOC tests will exceed a seventy-five percent passage rate for all subject areas and our SAT score average will exceed the national average again this year. In addition to excellent test scores, our students were also successful in academic competitions. Our academic team finished second in the Horry County Schools competition and our school newspaper, The Prowler, received a superior rating from Southern Interscholastic Press Association (SIPA).

Our Fine Arts Department was the first high school in the United States to present the Broadway musical “Grey Gardens”. In the national Festival Disney competition, our choral students won top honors as they received the “Golden Mickey” for their performance in both areas of classical and show choir performance.

The CFHS athletic teams captured six region VI-AAAA championships: boys and girls swimming, girls golf, volleyball, boys cross country, and girls track. Seventeen out of nineteen varsity sports teams made the state playoffs in post season play. Throughout the year, our faculty and staff volunteered to work athletic gates and drive buses, which saved our school in excess of \$10,000.

We would like to thank our students, parents, teachers, and community members for your continued support as we progress toward our goals. Without your assistance, our continued progress would not be possible.

Velna Allen, Principal  
Doug Williams, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	84	214	79
Percent satisfied with learning environment	95.1%	80.8%	75.9%
Percent satisfied with social and physical environment	98.8%	79.9%	72.2%
Percent satisfied with school-home relations	78.0%	86.3%	71.8%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	NO
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This school met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.5%	0.0%	No

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	485	97.9	8.4	25.9	32.8	32.8	74.5	68.2	65.9	Yes	Yes
Male	247	97.6	11	28.9	31.1	28.9	69.7	63.4	60.8	N/A	N/A
Female	238	98.3	5.8	22.9	34.5	36.8	79.4	73.1	71	N/A	N/A
White	342	98.2	5	23.1	34	38	80.1	77.5	77.5	Yes	Yes
African American	79	98.7	16.7	43.1	29.2	11.1	54.2	45.1	49.7	No	Yes
Asian/Pacific Islander	16	87.5	7.1	21.4	14.3	57.1	78.6	71.4	80.2	I/S	I/S
Hispanic	29	100	27.6	27.6	27.6	17.2	55.2	52	56.8	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	78.6	65.9	I/S	I/S
Disabled	64	96.9	32.2	45.8	16.9	5.1	33.9	26.3	21.3	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	12	100	40	33.3	20	6.7	40	33.7	47.3	I/S	I/S
Subsidized meals	231	97.8	12.3	36	32.7	19	62.1	56.9	51.5	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	485	98.1	9.1	24.3	33.4	33.2	77.2	68.1	62.3	Yes	Yes
Male	247	97.6	11.8	23.2	36.4	28.5	74.6	66.3	61.7	N/A	N/A
Female	238	98.7	6.3	25.4	30.4	37.9	79.9	69.9	63	N/A	N/A
White	342	98.5	6.5	21.4	34.8	37.3	82.6	76.3	75	Yes	Yes
African American	79	98.7	15.3	43.1	27.8	13.9	51.4	46	44	No	Yes
Asian/Pacific Islander	16	87.5	0	7.1	14.3	78.6	92.9	85.7	85.5	I/S	I/S
Hispanic	29	100	24.1	27.6	34.5	13.8	69	55.6	56.7	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	85.7	62.5	I/S	I/S
Disabled	64	96.9	37.3	32.2	25.4	5.1	40.7	30.8	22.1	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	12	100	46.7	26.7	13.3	13.3	46.7	44.8	52.6	I/S	I/S
Subsidized meals	231	97.8	15.2	29.9	31.3	23.7	66.8	57.9	48.1	No	Yes

**Physical Science (End-of-Course Test performance by Group)**

All Students	483	92.1	35.1	23.6	21.3	20.0	41.3	N/A	N/A	N/A	N/A
Male	245	88.2	32.4	22.7	22.7	22.2	44.9	N/A	N/A	N/A	N/A
Female	238	96.2	37.6	24.5	20.1	17.9	38.0	N/A	N/A	N/A	N/A
White	340	93.5	28.9	24.8	22.6	23.6	46.2	N/A	N/A	N/A	N/A
African American	80	82.5	56.1	19.7	15.2	9.1	24.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	15	93.3	7.1	28.6	21.4	42.9	64.3	N/A	N/A	N/A	N/A
Hispanic	29	100.0	65.5	13.8	13.8	6.9	20.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	63	73.0	58.7	17.4	10.9	13.0	23.9	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	15	100.0	66.7	6.7	26.7	0.0	26.7	N/A	N/A	N/A	N/A
Subsidized meals	229	89.5	44.4	21.0	21.5	13.2	34.6	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	487	98.8	9.1	26.3	36.1	28.5	74.8	67.4	61.8
	2010	485	97.9	8.4	25.9	32.8	32.8	74.5	68.2	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	487	98.6	9.6	22.1	31.5	36.8	77.2	70.8	62.7
	2010	485	98.1	9.1	24.3	33.4	33.2	77.2	68.1	62.3

\* Adjusted to account for natural variation in performance.